

Instructor Selection in PALS

Can we do better?

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Objective

- Improve PALS teaching by maximizing the expertise of the instructors

Which of these are requirements to be a PALS instructor?

- Performed CPR (Yes or No)
- Participated in one code (Yes or No)
- “Ran” a mega-code in real life (Yes or No)
- Intubated a living being (Yes or No)
- Defibrillated a living being (Yes or No)
- Successfully completed PALS (Yes or No)
- Successfully completed PALS instructor course (Yes or No)
- Have a PALS instructor card (Yes or No)

Answers

- Performed CPR: NO
- Participated in one code: NO
- “Ran” a mega-code in real life: NO
- Intubated a living being: NO
- Defibrillated a living being: NO
- Successfully completed PALS: YES
- Successfully completed PALS instructor course: YES
- Have a PALS instructor card: YES

Subject matter experts

- Do not need to:
 - Have successfully completed PALS:
 - Have successfully completed PALS instructor course:
 - Have a PALS instructor card:
- Do need to be experts in the field they are teaching

Acquiring knowledge

- “Knowledge learnt in isolation is rapidly forgotten” S Jogelkar

Expert versus experienced

- The “expert” can be portrayed as the one who already knows and therefore as the one who is ready to simply dispense what they know to those who do not know, a moments notice, and with great ease and confidence. The experienced person, on the contrary, is someone who is ready for new experiences because of the experiences they have already undergone. *On the Nature of Inquiry: The Experienced Teacher* David W. Jardine, PhD and Matt Kraemer

On experience

- “Being experienced” does not consist in the fact that someone already knows everything and knows better than anyone else. Rather, the experienced person proves to be, on the contrary, someone who...because of the many experiences he has had and the knowledge he has drawn from them, is particularly well-equipped to have new experiences and to learn from them. Experience has its proper fulfillment not in definitive knowledge but in the openness to experience that is made possible by experience itself (Gadamer, 1989, p. 355).

Student Expectations

- Do our students expect or have the right to expect that we have done in real life what we are teaching?

“A member of the audience, then, asked the panelists whether they had nonnative English-speaking (NNES) professionals on their staffs. At that point, my attention, which I have to admit was drifting, perked up. The panel members, as if in unison, all agreed and gave a response that is still engrained in my memory. They said something analogous to: Why would we consider hiring NNES professionals? Students come from abroad to be taught by native English speakers.” Learning and Teaching from Experience Perspectives on Nonnative English-Speaking Professionals Lia D. Kamhi-Stein, Editor

What are the Objectives of the Instructor Course

- Learn 20 Key competencies of good instruction
- Hear practical advise that is useful for both new and experienced instructors
- Share your thoughts and ideas with the class
- Reflect on your own needs as an instructor
- Evaluate and suggest improvements for other instructors
- Engage in exercises that will allow you to practice your skills

Instructor Course Objectives

- 2.1
 - Use Language appropriate to the audience
 - Use appropriate verbal and nonverbal language
 - Accommodate different communication styles
 - 2.2
 - Establish and maintain contact with their training organization
 - Use local and national resources
 - Document work for future efforts and use performance improvement tools
 - 2.3
 - Adhere to their organization's code of conduct
 - Avoid conflicts of interest
 - Uphold legal and ethical issues
 - 2.4
 - Ensure professional appearance
 - Model professional conduct
 - **Demonstrate subject matter expertise**
 - 2.5
 - Know their audience
 - Be aware of how culture impacts learning, perception, behavior, and values
- Attendees should be alert for students that may indicate discomfort

Subject matter expert

- A credible instructor is a subject matter expert who has mastered instructional content and can answer questions accurately, thoroughly, and confidently. AHA 2.4
 - ? What is it like to intubate a newborn with blood and amniotic fluid in the oropharynx and how can I prepare myself before the birth?
 - Hard to answer accurately, thoroughly and confidently if the instructor has never done the task they are teaching

Instructor Course Objectives

- 3.1
 - Determine relevant characteristics of students and instructional settings
 - Adapt instruction to accommodate students, instructional settings, and presentation formats
- 3.2
 - Confirm logistical and physical arrangements that support instruction
 - Confirm readiness of equipment, technology and tools
 - Review and practice with instructional materials and activity plan
 - Review previous course evaluations

Instructor Course Objectives

- 4.1
 - Foster a comfortable learning environment
 - Be clear about rules and expectations
 - Address situations that affect learning
- 4.2
 - Follow established guidelines for administrative functions
 - Maintain security and privacy of student information
 - Use available technology based resources

Instructor Course Objectives

- 5.1
 - Answer “What’s in it for me?”
 - Use analogies and stories to demonstrate relevance
 - Invite students to relate personal experience and knowledge
- 5.2
 - Vary activities
 - Limit lectures or any single activity to no more than 15 minutes
 - Demonstrate enthusiasm for the subject and establish rapport with students
- 5.3
 - Monitor and manage the group to keep on time and on target
 - Know the audience and adapt to their needs
 - Debrief activities
- 5.4
 - Leverage media and technology to enrich presentations and facilitate learning
 - Develop contingency plans to use if technology fails

Instructor Course Objectives

- 5.5
 - Use their own questions to deepen student thinking
 - Use student questions to generate answers from other students
 - Provide adequate wait time for student responses
- 5.6
 - Use positive feedback early and often
 - Provide clear , timely, relevant, and specific feedback
 - Clarify meaning through elaborating concepts or procedures and by positively correcting misunderstandings
- 5.7
 - Link to prior knowledge and reinforce with practice
 - **Make practice examples personal and relevant**
 - Provide time for reflection and review
- 5.8
 - **Relate new skills and knowledge to real-life situations**
 - Help students plan for transfer
 - Use job aids and other takeaways to support student performance after course completion

Instructor Course Objectives

- 6.1
 - Make sure that students can apply knowledge and can successfully perform skills
 - Assess students with skills testing
- 6.2
 - Perform ongoing evaluation during the course
 - Ask for student evaluations for their effectiveness
 - Follow-up with an evaluation of their own instructional effectiveness
- 6.3
 - To provide remediation instructors must provide opportunities for the students to learn in different ways

Recommendations for choosing instructors for each teaching station

- Expert: the gold standard, is involved in the task they are teaching frequently
- Experienced: A nice substitute, has been involved with the situation or procedure in the past, has the needed skill set
- Experience by instruction alone: Last resort

Skills Station: CPR/AED

- EXPERT: EMTs and paramedics, PICU and ICU: MDs, RNs, and techs
- EXPERIENCED: MDs, RNs and techs who have participated in CPR and defibrillation in children

Skills Station: Management of Respiratory Emergencies

- EXPERT: Pediatric anesthesiologists
- EXPERIENCED: Anesthesiologists, anesthesiologists, PICU docs, ER MDs, pediatricians, transport RTs and RNs if experienced

Skills Station: Rhythm Disturbances

- EXPERT: Pediatric electrophysiologist > Peds cards > adult cards
- EXPERIENCED: MDs and RNs with telemetry experience

Skills Station: Vascular Access

- EXPERT: Anesthesiologists and surgeons
- EXPERIENCED: MDs, RNs and techs who have done all of the techniques taught

Core Cases: Cardiac Cases 1-4

- EXPERT: Pediatric electrophysiologist> Peds cards> adult cards> ER MDs
- EXPERIENCED: MDs and RNs with PICU and telemetry experience

Core Cases: Respiratory Cases 1-4

- **EXPERT:** Pediatric anesthesiologists and PICU MDs, ER MDs
- **EXPERIENCED:** Anesthesiologists, anesthesiologists,, pediatricians, transport and PICU RTs and RNs if experienced

Core Case Test

- EXPERT: Medics who “run” codes frequently
- EXPERIENCED: Those medics who have “run” codes but do it infrequently

Summary

- It is easier to teach by example if you are the example
- Utilize subject area experts to improve the quality of your course
- Assign your instructors according to their skill set and experience

??QUESTIONS??